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ABSTRACT

The essence of the social science component of the Undergraduate Pre-Service Teacher Education Program (UPSTEP) is a 1-year, 12-semester-hour sequence, "Structuring and Teaching the Social Sciences," designed to present to future elementary and secondary teachers the fundamental ideas of economics, political science, anthropology, sociology, social psychology, and law and to relate these ideas to teaching situations from kindergarten through twelfth grade. The program is structured, interdisciplinary, and oriented towards social reality and the future. The sequence falls in the junior and senior years. Each semester contains a substantive and a methodological phase. In the substantive phase, lectures present the fundamental ideas and structure of each discipline. The methodological phase deals with the relationship of the social sciences to the classroom curriculum and consists of two parts: the curriculum materials workshop, which bridges the gap between lectures and laboratory, and the curriculum laboratory, where students work in committees with case studies. The committees, based on the orientations of the sequence, are the social reality, social problems, environment, and systems committees. (The remainder of the document contains charts, course objectives, and course outlines.) (Related documents are SP 006 874, 006 875, 006 876.) (JA)

ED 081752

UPSTEP

UNDERGRADUATE PRE-SERVICE TEACHER EDUCATION PROGRAM

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STRUCTURING AND TEACHING THE SOCIAL SCIENCES: A NEW APPROACH TO THE SOCIAL SCIENCES IN TEACHER EDUCATION

The essence of the social science component of UPSTEP is a one-year, 12 semester hour sequence, "Structuring and Teaching the Social Sciences," designed to present to future elementary and secondary teachers the fundamental ideas of economics, political science, anthropology, sociology, social psychology, and law, and to relate these ideas to teaching situations from kindergarten through the twelfth grade.

Rationale

The training of social studies teachers is facing a serious crisis. The quality of the "new social studies" programs in the public schools is advancing at a faster rate than the quality of the training that future teachers receive in our universities. The cause of the problem is that, in many places, the social studies training program is: 1) only geography and history oriented; 2) is introductory survey course oriented; 3) is based on the notion that elementary and secondary teacher training must be separated; and 4) is based on the belief that content and methodology must be taught separately.

The problem then is two-fold: 1)How to expose future teachers to scientific knowledge which helps explain society? and 2) How to build a bridge between this knowledge and the needs of prospective teachers and their students?

The social science program is designed to move toward the solution of these problems. The program has the following characteristics:

1. It is structure-oriented. The fundamental ideas of economics, political science, sociology, anthropology, social psychology, and law are presented to the students in a concise manner. Each discipline is presented as a system of ideas.

SP 006 877

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2. It is social reality-oriented. In the laboratories, which are a part of the program, the students relate the system of ideas to social situations and experiment with relating these ideas to childrens' experiences on different grade levels.
3. It is interdisciplinary-oriented. Although a structure of each discipline is presented with clarity and with intellectual integrity, the students in the laboratories are using these analytical tools to discover the multi-disciplinary facets of social problems. For example, after the presentation of the structures of knowledge in economics and political science, the students in the laboratories study the economic and political aspects of a social problem.
4. The program is future-oriented. In the laboratories, the future elementary and secondary school teachers are exposed to frontier ideas of each discipline which they relate to elementary and secondary school curriculum. This helps to close the gap between the cutting edge of knowledge and the social science curriculum.

Component Description

The social science program of UPSTEP takes place primarily in the sophomore and junior years and provides a part of the foundation for the senior Professional Years in education. The sequence of courses is offered each year in the Department of Integrated Studies. Although each semester is a self-contained entity of six hours, the students are encouraged to take both semesters to get full advantage of the course.

Each semester course contains a substantive phase and a methodological phase. The substantive phase of the fall semester deals with economics, political science and law, while the springs semester deals with sociology, social psychology, and anthropology. Geography and history are studied as integrating disciplines.

Each discipline is introduced with a series of lectures which present the fundamental ideas and structure of the discipline. The lectures show how each of the ideas within the discipline relate to each other, and how they relate to the fundamental ideas of the other social sciences. During the lecture period,

students are assigned selected readings and exercises related to the content of the lectures.

The methodological phase of the program deals with the relationship of the social sciences to the classroom curriculum and consists of two parts. The Curriculum Materials Workshop part is designed to build the bridge between the lectures and the laboratory phase of the course. During the workshop, students work through selected exercises from innovative elementary and secondary social studies curriculum materials. These exercises illustrate how social science concepts and skills can be taught in the classroom.

The other part of the methodological phase is the Curriculum Laboratory. Here students work in committees under the guidance of social science doctoral candidates and other social science faculty members. Each committee works with several case studies prepared by the staff. The case studies introduce different social science dimensions and different dimensions of society. Each study has the following components: 1) materials which relate to a particular social issue; 2) materials explaining the concepts necessary to understand the issue; 3) materials that help to relate the issue and social science concepts to classroom situations; and 4) a description of student assignments, including expected outcomes. Students work on these case studies on an individual and small group basis.

The Curriculum Laboratory Committees are:

1. The Social Reality Committee: in which the student studies the relationship between the fundamental concepts of the discipline and daily happenings of social importance that are reported in the mass media.
2. The Social Problems Committee: in which the student learns to relate seemingly isolated phenomena to greater societal concerns and learns how to utilize the scientific method in analyzing the major concerns.
3. The Environment Committee: in which the student learns to analyze, describe, and explain the various aspects of man's complex environment.
4. The Systems Committee: in which the student learns to look upon the world, the environment, social institutions, and individuals as systems.

5. The Ethnic Minorities Committee: in which the student learns to research and analyze the critical problems of ethnic minorities in America.
6. The Future Committee: in which the student learns to incorporate frontier thinking into classroom situations.

There are two additional aspects of the program designed to build the bridge between the sciences and the social sciences. First is a series of seminar sessions each semester on science and society, where scientists and social scientists present their ideas on how to relate scientific progress to society. Second, at the end of the year, a mock program of the National Council for the Social Studies is organized where the students present their curriculum materials products in social science education. This feature develops the professional attitude of the future teachers.

Figure 1

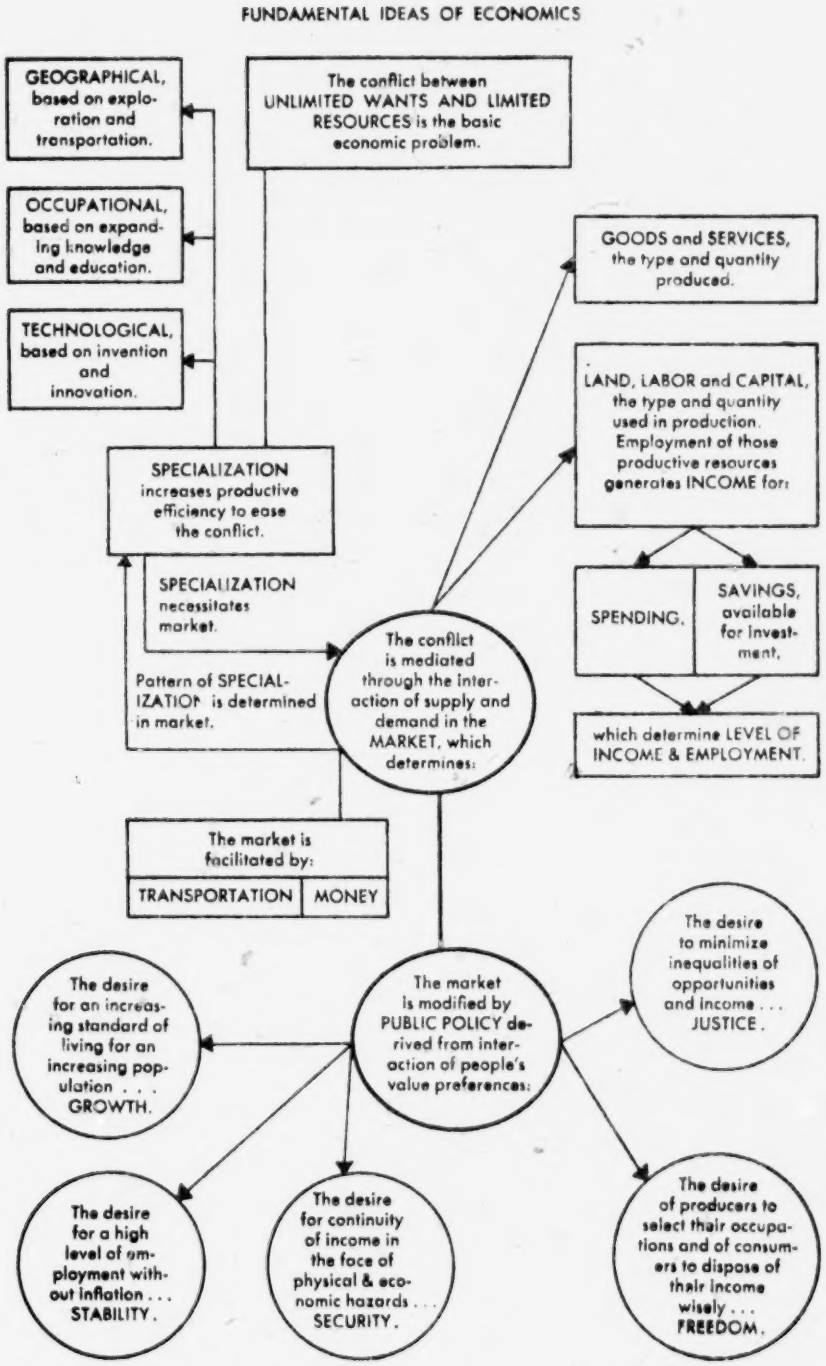

FUNDAMENTAL IDEAS OF ECONOMICS
GEOGRAPHICAL, based on exploration and transportation.
OCCUPATIONAL, based on expanding knowledge and education.
TECHNOLOGICAL, based on invention and innovation.
The conflict between UNLIMITED WANTS AND LIMITED RESOURCES is the basic economic problem.
SPECIALIZATION increases productive efficiency to ease the conflict.
SPECIALIZATION necessitates market.
Pattern of SPECIALIZATION is determined in market.
GOODS and SERVICES, the type and quantity produced.
LAND, LABOR and CAPITAL, the type and quantity used in production. Employment of those productive resources generates INCOME for:
SPENDING.
SAVINGS, available for investment.
which determine LEVEL OF INCOME & EMPLOYMENT.
The conflict is mediated through the interaction of supply and demand in the MARKET, which determines:
The market is facilitated by:
TRANSPORTATION
MONEY
The market is modified by PUBLIC POLICY derived from interaction of people's value preferences:
The desire for an increasing standard of living for an increasing population . . . GROWTH.
The desire to minimize inequalities of opportunities and income . . . JUSTICE.
The desire for a high level of employment without inflation . . . STABILITY.
The desire for continuity of income in the face of physical & economic hazards . . . SECURITY.
The desire of producers to select their occupations and of consumers to dispose of their income wisely . . . FREEDOM.

Figure 2

SYSTEMS ANALYSIS OF POLITICAL LIFE

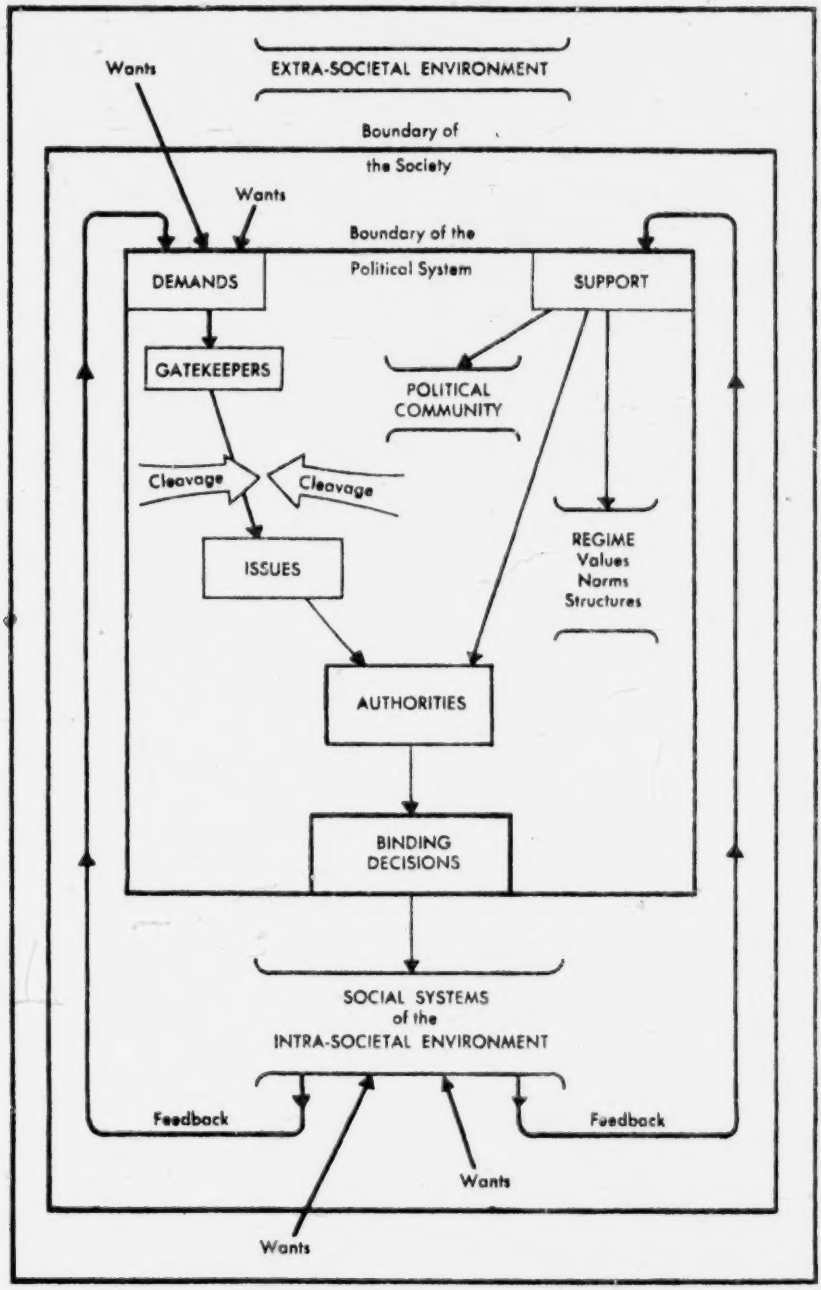
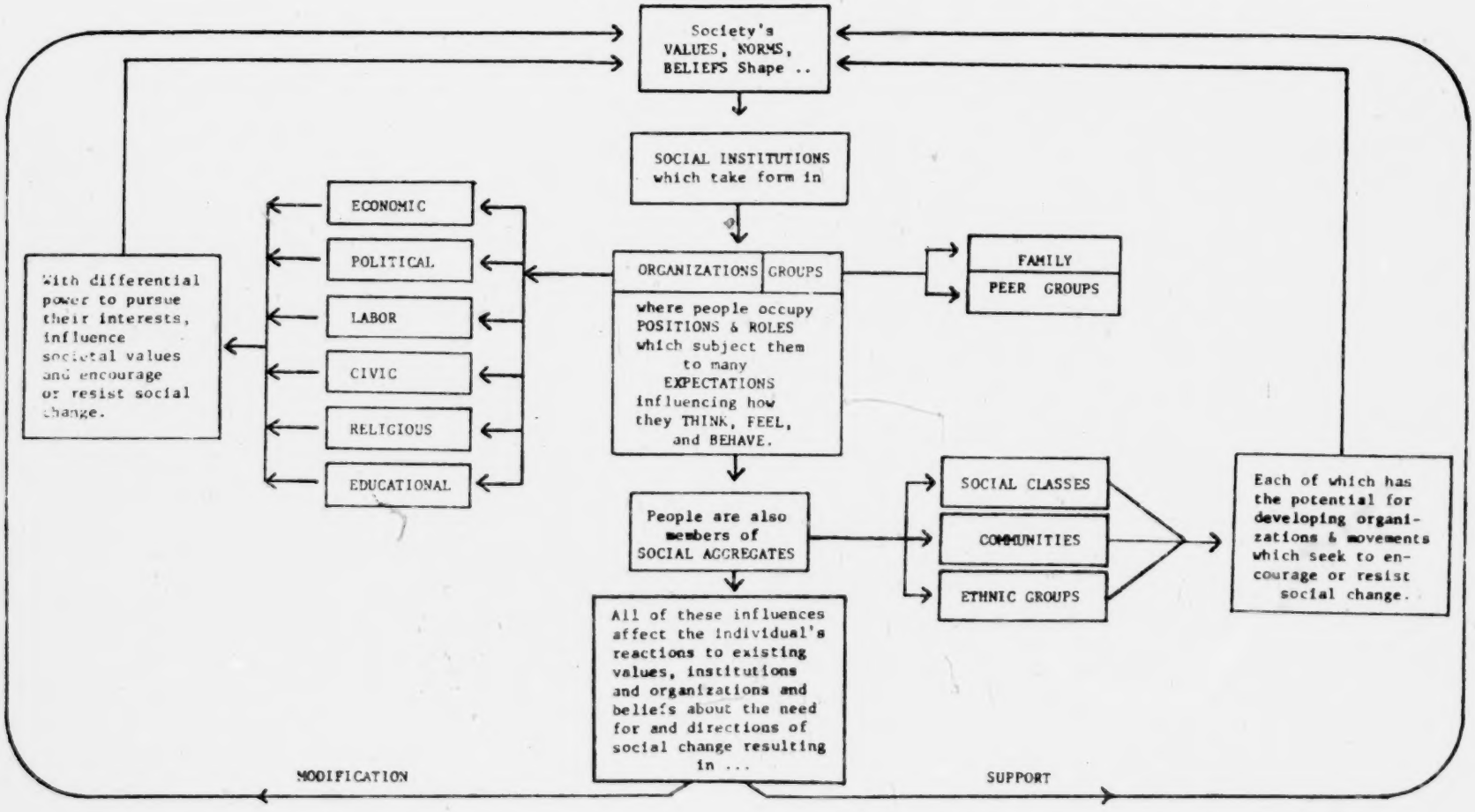


Figure 3

CONCEPTUAL ANALYSIS OF SOCIAL STABILITY AND SOCIAL CHANGE


Society's VALUES, NORMS, BELIEFS Shape ..
SOCIAL INSTITUTIONS which take form in
ECONOMIC
POLITICAL
LABOR
CIVIC
RELIGIOUS
EDUCATIONAL
With differential power to pursue their interests, influence societal values and encourage or resist social change.
ORGANIZATIONS
GROUPS
where people occupy POSITIONS & ROLES which subject them to many EXPECTATIONS influencing how they THINK, FEEL, and BEHAVE.
FAMILY
PEER GROUPS
People are also members of SOCIAL AGGREGATES
SOCIAL CLASSES
COMMUNITIES
ETHNIC GROUPS
Each of which has the potential for developing organizations & movements which seek to encourage or resist social change.
All of these influences affect the individual's reactions to existing values, institutions and organizations and beliefs about the need for and directions of social change resulting in ...
MODIFICATION
SUPPORT

FUNDAMENTAL IDEAS OF SOCIAL PSYCHOLOGY

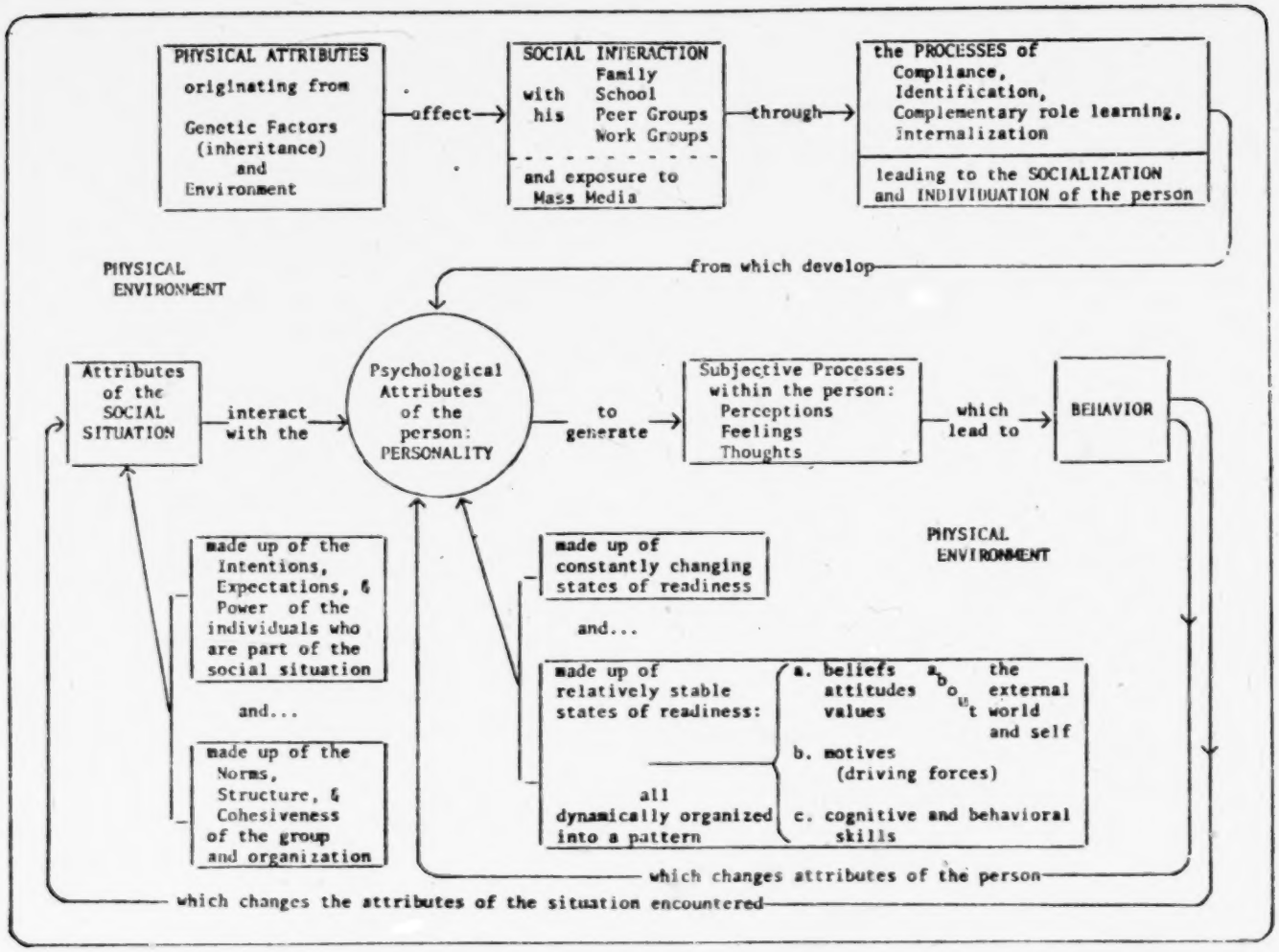
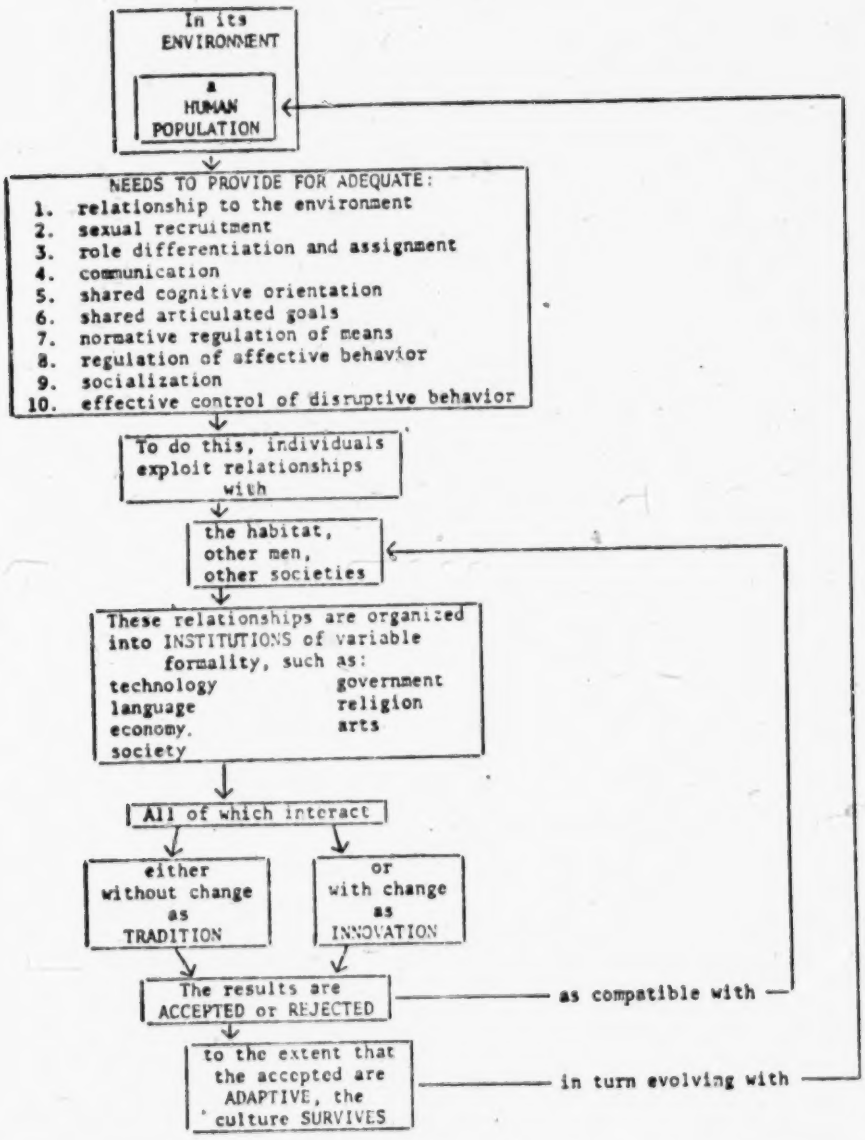


Figure 4

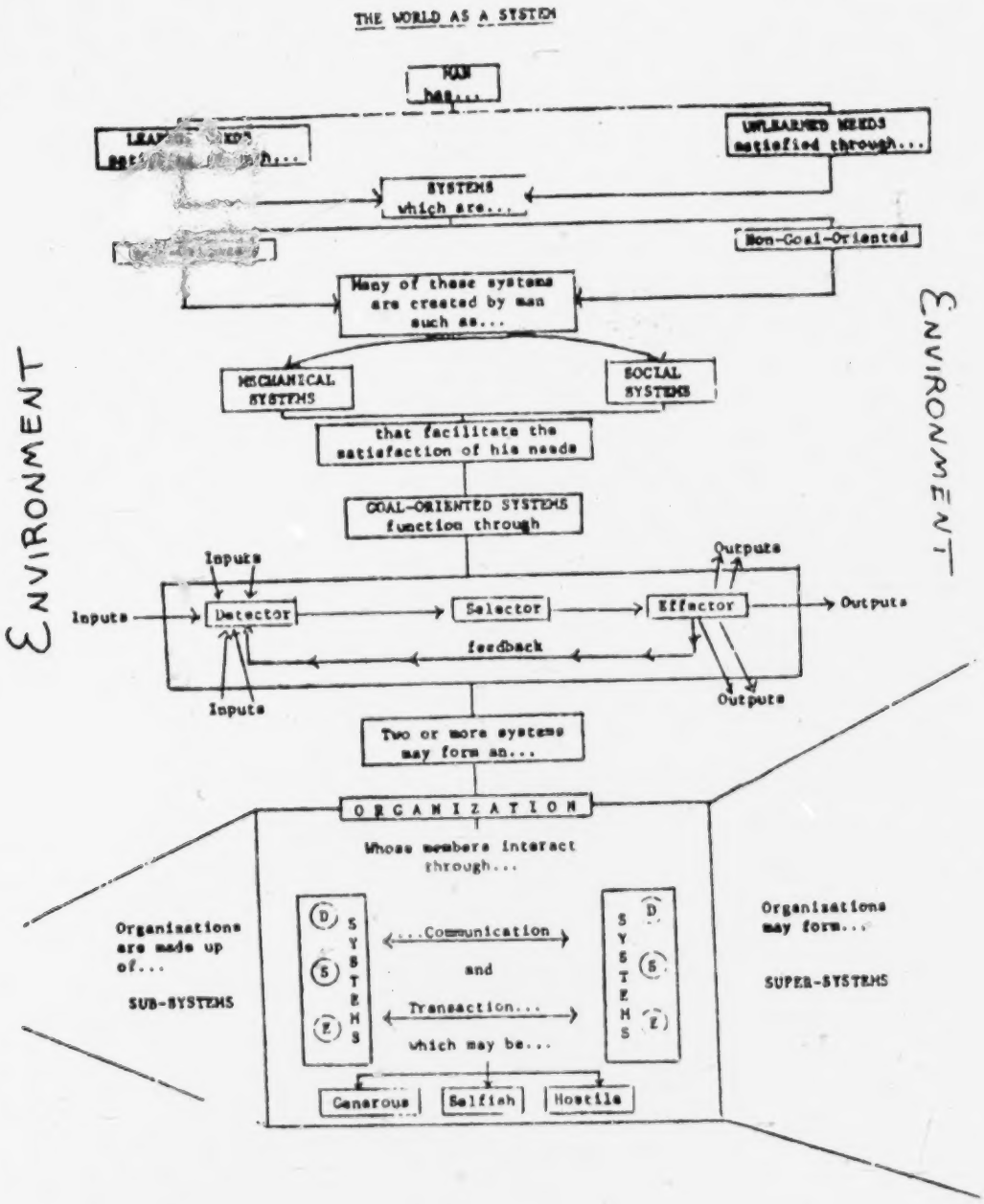
Figure 5

FUNDAMENTAL IDEAS OF ANTHROPOLOGY


In its ENVIRONMENT
a HUMAN POPULATION
NEEDS TO PROVIDE FOR ADEQUATE:
1. relationship to the environment
2. sexual recruitment
3. role differentiation and assignment
4. communication
5. shared cognitive orientation
6. shared articulated goals
7. normative regulation of means
8. regulation of affective behavior
9. socialization
10. effective control of disruptive behavior
To do this, individuals exploit relationships with
the habitat, other men, other societies
These relationships are organized into INSTITUTIONS of variable formality, such as:
technology
language
economy
society
government
religion
arts
All of which interact
either without change as TRADITION
or with change as INNOVATION
The results are ACCEPTED or REJECTED
as compatible with
to the extent that the accepted are ADAPTIVE, the culture SURVIVES
in turn evolving with

by Deward E. Walker, Jr. and Reed Riner
8/15/72

Figure 6


THE WORLD AS A SYSTEM
MAN has...
LEARNED NEEDS satisfied through...
UNLEARNED NEEDS satisfied through...
SYSTEMS which are...
Goal-Oriented
Non-Goal-Oriented
Many of these systems are created by man such as...
MECHANICAL SYSTEMS
SOCIAL SYSTEMS
that facilitate the satisfaction of his needs
GOAL-ORIENTED SYSTEMS function through
Inputs
Outputs
Inputs
Detector
Selector
Effector
Outputs
feedback
Inputs
Outputs
Two or more systems may form an...
ORGANIZATION
Whose members interact through...
Organizations are made up of...
SUB-SYSTEMS
D
S
E
SYSTEMS
...Communication
and
Transaction...
which may be...
Generous
Selfish
Hostile
Organizations may form...
SUPER-SYSTEMS
ENVIRONMENT
ENVIRONMENT

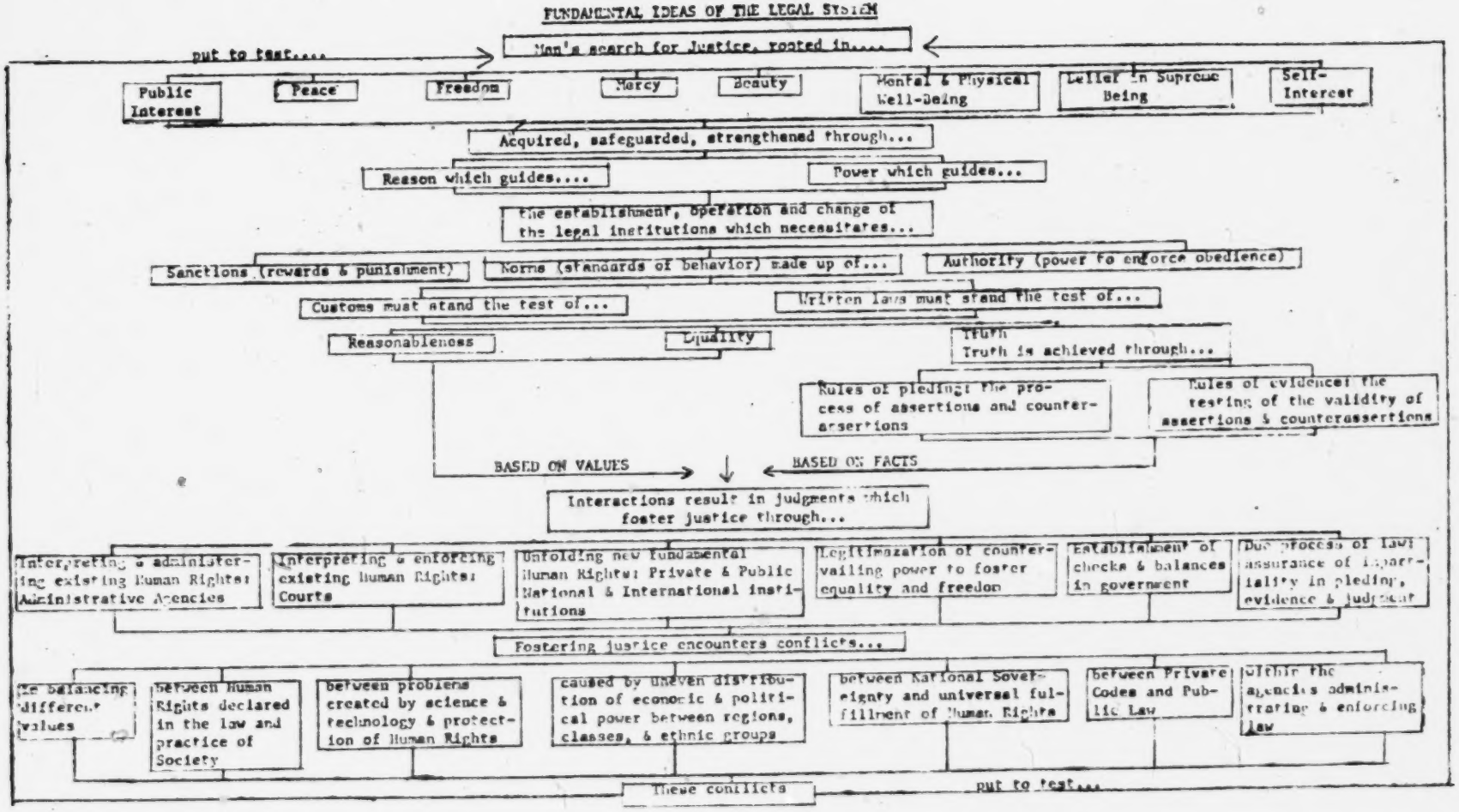

FUNDAMENTAL IDEAS OF THE LEGAL SYSTEM
Man's search for Justice, rooted in....
put to test....
Public Interest
Peace
Freedom
Mercy
Beauty
Mental & Physical Well-Being
Belief in Supreme Being
Self-Interest
Acquired, safeguarded, strengthened through...
Reason which guides....
Power which guides...
the establishment, operation and change of the legal institutions which necessitates...
Sanctions (rewards & punishment)
Norms (standards of behavior) made up of...
Authority (power to enforce obedience)
Customs must stand the test of...
Written laws must stand the test of...
Reasonableness
Equality
Truth
Truth is achieved through...
Rules of pleading: the process of assertions and counter-assertions
Rules of evidence: the testing of the validity of assertions & counterassertions
BASED ON VALUES
BASED ON FACTS
Interactions result in judgments which foster justice through...
Interpreting & administering existing Human Rights: Administrative Agencies
Interpreting & enforcing existing Human Rights: Courts
Unfolding new fundamental Human Rights: Private & Public National & International institutions
Legitimization of countervailing power to foster equality and freedom
Establishment of checks & balances in government
Due process of law: assurance of impartiality in pleading, evidence & judgment
Fostering justice encounters conflicts...
re balancing different values
between Human Rights declared in the law and practice of Society
between problems created by science & technology & protection of Human Rights
caused by uneven distribution of economic & political power between regions, classes, & ethnic groups
between National Sovereignty and universal fulfillment of Human Rights
between Private Codes and Public Law
within the agencies administering & enforcing law
These conflicts
put to test...

Figure 7

Joseph Lazar

Social Science 331-332, 341-342

COURSE OBJECTIVES

I. The future teachers who complete this sequence of courses will know a structure of knowledge for each of the social science disciplines of economics, political science, sociology, social psychology, and anthropology.

The future teachers:

A. Will learn that the structure of a discipline contains the fundamental ideas of the discipline and shows how these ideas are interrelated.

B. Will learn that the structures are pedogogical devices which aid in selecting and organizing curriculum content.

C. Will learn to bring spatial and time dimensions to bear in the study of current social issues and to utilize the analytical tools of the social science disciplines in the study of history and geography. The future teachers will learn:

1. That the fundamental ideas of each of the disciplines are related to geographic phenomena appearing on the earth's surface which influence economic, political, and social forces.

2. That history plays an important role in establishing the time dimensions of current social issues.

D. Will learn that the fundamental ideas of the disciplines can be useful tools in the ongoing task of interpreting and explaining the workings of society and man's actions within society. The future teachers:

1. Will discover the relationship between the fundamental ideas of the disciplines and current social events. He will learn how to use the analytical tools of the social science disciplines to "make sense" of current happenings and, by using them in this manner, will learn the value of theoretical concepts. He should see that theoretical designs underlie all facts and that some theoretical designs are more useful than others for certain purposes.

2. Will learn to utilize the analytical tools of the social sciences to better understand the particular problems of ethnic minorities in America.

3. Will learn to utilize these fundamental ideas to better understand man's environment.

4. Will learn to look upon certain social phenomena as goal-oriented systems. He will develop a vision of the inter-

relatedness of nature, maturing human beings, families, communities, nations, and the world.

E. Will learn that to understand all aspects of a social problem the ideas of all social science disciplines should be utilized in an interdisciplinary manner.

F. Will become aware that man's improved understanding of social problems can lead to a better world if he acts upon his knowledge and participates in the democratic process.

II. The Social Science course will help prospective teachers build bridges between content and methodology, between scientific knowledge of the social science disciplines and their future needs as teachers.

The future teacher:

A. Will discover that "knowing" and "ways of knowing" are two sides of the same coin.

B. Should be able to instill a respect for theory in his students and help them discover how theory can simplify and clarify social events.

C. Will learn to relate the fundamental ideas of the social science disciplines to teaching situations from kindergarten through the twelfth grade. He will learn to relate the analytical tools of economics, political science, anthropology, sociology, and social psychology to children's experiences at different grade levels, and to use their experiences as points of departure. The future teacher:

1. Will learn to develop classroom activities which will motivate the students and teach the analytical concepts of the disciplines in a meaningful way.

2. Will learn different teaching strategies and skills which may be used in a variety of teaching situations in ways compatible with his individual abilities and beliefs.

3. Will learn to use current happenings, as reported in the daily newspapers, on television, and in magazines, as vehicles for teaching critical analysis based on theory. This is an important improvement on the present dangerous classroom practice of teaching current events for their own sake.

D. Will learn to read newspapers and magazines critically and to distinguish between value judgements and statements based on analysis. The teacher will learn that both are important and that he should not accept or reject the value judgements of others on the basis of his own value judgements.

E. Will develop new reading habits by learning how to discover the drama and relevance of articles which deal with the social system.

F. Will develop an awareness that new ideas must be introduced into the classroom without awaiting the arrival of a new textbook. He will become intellectually curious about new knowledge and learn to seek out ideas as they appear on the frontiers of knowledge. He will develop the skill to translate these new ideas into classroom activities.

G. Will learn to define and study current social issues as social problems. He will learn:

1. That a problem becomes social only if society recognizes it as such.

2. That the richer the country the greater the social problems.

3. That social dislocations which generate problems are caused by increasing science and technology and by changing value preferences.

4. That the study of the causes of a social problem is based upon rigorous analysis.

5. That the solution of the social problem is based upon the interplay between scientific findings and political action.

6. That political expediency is often necessary to assure the continued functioning of our institutions.

H. Will learn to see his students not in isolation but in the context of an ongoing educational process from kindergarten through the twelfth grade during which the student develops through successive levels of experience.

III. The UPSTEP program will be a step toward the development of an academic community. It will open channels of communication between social science departments, science departments, and the education department.

A. The future teacher sill become part of the prospective "grand alliance" between mathematicians, scientists, social scientists, and educators. He will learn to think in an interdisciplinary manner, and he will learn to relate the basic ideas of the different disciplines to his students' experiences and to the school curriculum as a whole.

B. The future teacher will discover that knowledge has been segmented by man and that he must work with other disciplines to develop balanced and interdisciplinary curricula which will in turn help students develop a better understanding of society.

THE CHARACTERISTICS OF NEW MATERIALS FOR TRAINING SOCIAL SCIENCE TEACHERS

The social science component of the teacher training program was seriously handicapped by the lack of good material. The professors in the social sciences have had to rely primarily upon introductory textbooks. The size of these texts and the lack of selectivity, posed insurmountable problems to the instructors of this sequence of courses. Most of the social studies methods books, although imaginative as far as they went, neglected to build the bridge between the identification of social science concepts and the social studies classroom. "Knowing" and "ways of knowing" are two areas separated from each other by the arbitrariness of the academic structure.

The materials prepared by the staff are organized around case studies. Groups of case studies introduce different social science disciplines and different dimensions of society. The social dimensions of these case studies are social reality, social problems, spatial, time, environmental, systems, multi-cultural, and future.

Each case study is made up of the following components: (1) materials which relate to a particular issue, (2) materials explaining the concepts necessary to understand the issue, (3) materials that help to relate the issue and social science concepts to classroom situations, and (4) a description of the student assignment, including expected outcomes.

What are the advantages of such case studies for research, resourcefulness, and for supervision? Each case study is made up of a careful selection of empirical, analytical, and educational material which the student could not have gathered on his own. The folder of material exposes the student to relevant materials and demands from him great thoughtfulness in selecting and organizing the material in a scholarly style. Also, the material enables the student to unify content and method. The nature of the material compels him to translate issues to classroom situations in the elementary and secondary grades. The material is also very important for supervision, since the staff is aware of the nature of the materials and is able to judge the student's ability to make use of the complex materials presented in the folders.

In addition to the laboratory materials, the staff is preparing materials for the lecture series where the fundamental ideas of each discipline

will be presented. Students will be given a collection of relevant issues which they must relate to the various elements of the structure of each of the social science disciplines.

The remainder of this paper consists of two parts: (1) descriptions of the kinds of material and the nature of the assignments for case studies being used in three different laboratory committees and (2) a list of the case study topics which are being used, have been used, or being considered for use in this course. (Note: Each topic is followed by an abbreviation indicating when the case study was developed--F-70 for Fall 1970--or those that are now in planning or preparation stage (P).)

DESCRIPTIONS OF THREE CASE STUDIES

I. SOCIAL PSYCHOLOGY LABORATORY: Social Reality Committee

My Lai

A. Materials:
   1. A newspaper clipping on the My Lai massacre
   2. Journal reports of the massacre and its aftermath:
      "My Lai: An American Tragedy," Time. Vol. 94, No. 23 (Dec. 5, 1969), 23 ff.
      Hersh, Seymour M. "My Lai," Harper's. Vol. 240, No. 1440, (May, 1970), 53-75.
   3. Articles on related psychological studies:
      Milgram, Stanley, "Some Conditions of Obedience and Disobedience to Authority," Paul G. Swingle, editor, Experiments in Social Psychology. New York: Academic Press, 1968, 5-27.
      Swingle, Paul G. "Conformity and Compliance," in Paul G. Swingle. (Same as above).
      Crutchfield, Richard S. "Conformity and Character," American Psychologist, Vol. 10 (1955), 191-198.

B. Assignment:
   Part I: Analysis
   The student is asked to write an essay analyzing the forces at work that help to explain the behavior of the members of Charlie Company. A suggested framework for the analysis included examining (1) Group norms (What were the implicit rules of Charlie Company and the understanding of these rules with reference several specific conditions?), (2) Cohesiveness of the group, (3) Group structure. Students were also asked to examine the data for indications of certain psychological attributes of some of the individuals involved in the massacre.
   Part II: Classroom Applications
   The students were asked to respond in a variety of ways to the following questions: How would you teach the conflicting positions which the individual must play as a soldier, where he is conditioned to kill, and as a human being who respects the life of others?

II. ECONOMICS/POLITICAL SCIENCE LABORATORY: Social Problems Committee

The Political and Economic Aspects of Poverty and Income Distribution

A. Materials: A collection of thirty-six readings divided into the following four categories:
Part I. Poverty and Income Distribution: Causes and Definitions
Part II. The Tax System as a Means of Redistributing Income
Part III. Aiding the Poor Through the Labor Market: Minimum Wages and Manpower Programs
Part IV. The Welfare System and Its Reform

B. Assignment:
Part I: Analysis
The student is asked to write a fifteen to twenty page essay, using the problems approach, on the problem: "How can our society provide a decent income to all Americans, thus eliminating poverty from our country?
In using the problems approach, the student organizes the data around the following steps:
1. What are the symptoms of the problem?
Here the student describes the many ways that the problem manifests itself in our society (news articles, public debates, demonstrations)
2. What are the aspects of the problem?
The student describes why society should be concerned with the problem from different points of view (i.e., the politician, the economist, the civil rights leader)
3. What is the definition of the problem?
Here the student learns to state the problem in a form which expresses the conflict between people's desires and institutional arrangements.
4. What is the scope of the problem?
Here the student presents statistical information relevant to the measurement of the problem.
5. What are the causes of the problem?
Here the student lists and analyzes the factors that resulted in the creation of this problem.
6. What are the solutions of the problem?
Here the student describes existing and proposed programs which are or can be implemented by individuals, volunteer groups, business and government.

Part II: Classroom Application
The student is asked to develop in detail a plan for using the problems approach to study a social issue at the grade level of his choice.

III. ECONOMICS/POLITICAL SCIENCE LABORATORY: Environment Committee

The Four Corners Region: A Case Study

A. Materials: A sizeable collection of journal articles, reprints from committee hearings, and newspaper articles divided into the following categories:
Part I. Introduction: The Economics and Politics of Environmental Quality
Part II. The Four Corners Region: Overview Articles
Part III. The Four Corners Region: A Case Study (A manuscript for a fourth grade text by Lawrence Senesh)
Part IV. Problems of Electrical Power Production in the Southwest (Excerpts from hearings before the U.S. Senate Interior and Insular Affairs Committee)

Part V. Recent news articles on the Four Corners Region

B. Assignment:

Part I: Analysis

The student is asked to write a fifteen to twenty page essay, using the problems approach, on the following question:
How can our government promote a full-employment economy and regional development while at the same time preserving the environment?
In using the problems approach, the student organizes the data around the following steps:

1. What are the symptons of the problem?
2. What are the aspects of the problem?
3. What is the definition of the problem?
4. What is the scope of the problem?
5. What are the causes of the problem?
6. What are the solutions of the problem?

Part II: Classroom Application

The student is asked to develop a role-playing exercise, based on the Senate committee hearings, which can be used with students at the grade level of their choice.

CASE STUDY TOPICS

I. ECONOMICS LABORATORY

A. Social Reality Committee

1. The Economics of the Automobile (F-71)
2. Advertising (F-71)
3. The Economics of Crime Prevention (F-71)
4. Too Many College Graduates (F-71)
5. GNP: Can We Have Quantity with Quality? (F-71)
6. Opportunity Costs and the Environment (F-71)
7. The Consumer Price Index (F-71)
8. High Employment Without Inflation (F-71)
9. Cesar Chavez and the Grape Boycott (F-71)
10. Competition, Profits, Wages and Marx (F-71)
11. The Minimum Wage Law (F-71)

B. Social Problems Committee

1. Poverty--How can our economy provide a decent income to all Americans, thus eliminating poverty from our country? (F-70, F-71)
2. Regional Economic Development--How can our economy provide an adequate level of income for those who are now residing in economically depressed regions of the U.S.? (F-71)
3. Stability--How can our economy achieve a high level of employment of its human resources while concurrently achieving price stability? (F-71)
4. Peace Dividend--How can our economy redirect its resources from military to peaceful uses? (F-71)
5. Equal Education Opportunity--How can our society provide equal education opportunities for all citizens regardless of geographic location? (F-71)

C. Future Committee

1. Specialization (F-71)
2. Growth (F-71)
3. Scarcity (F-71)
4. Socialism vs. Capitalism (F-71)

5. Corporations (F-71)
6. Distribution (F-71)
7. The Market (F-71)

D. History Committee
1. The Making of the American Dream: American Values and Economic Growth (F-71)
2. Effects of the British Colonial Policy on our Economic Growth (F-70)
3. The Role of the Railroads and U.S. Economic Growth (F-70)
4. Slavery and Economic Growth in the South (F-70)
5. The Role of the Entreprenuer in the U.S. Economy (F-70)
6. The New Deal and the Depression (F-70)

E. Geography Committee
1. Appalachia: Geographic Base for Economic Development (F-70)

F. Systems Committee
1. Systems Analysis of the Economic System (F-70)
2. Economic Growth (Freedom, Justice, Security, Stability) in the Cybernetic State (F-71)

G. Ethnic Minorities Committee
How can we increase the participation of ethnic minorities in the social system?
1. Economic Development of Minority Communities (F-71)
2. Minority Workers in the Labor Market (F-71)
3. The Economics of Discrimination (F-71)

H. Environment Committee
1. The Problems Approach to the Environment--How can we restore and preserve the urban and rural environment of the country so as to improve the physical and mental health of the people and make the city and the country a more pleasant and beautiful place to live? (F-71)
2. Power vs the Environment in the Four Corners Region (F-71)

II. POLITICAL SCIENCE LABORATORY

A. Social Reality Committee
1. The Political Process Underlying Any Issue in the 1968 Republican Party Platform (F-70)
2. The Politics of Auto Safety (F-71)
3. Youth Participation in the Political Process (F-71)

B. Social Problems Committee
1. Civil Violence--How can we minimize civil violence in our society? (F-70)
2. Nuclear Deterrent--How can nuclear war be avoided? (F-70)
3. Gatekeepers in the Political System--How can society promote freedom by establishing a balance between the gatekeepers who are politically powerful and those whose power is weak? (F-71)
4. Political Socialization--How can the major socialization institutions in our society provide democratic socialization its citizens? (F-71)

C. Future Committee
1. The Challenge of Youth and the Political System of the Future (F-70)
2. Bureaucracy (F-71)
3. Nationalism, Regionalism, and World Government (F-71)
4. Ideology (F-71)
5. Utopias (F-71)

D. History Committee
   1. The Interstate Commerce Act: Federal Regulation in the Nineteenth Century (F-70)

E. Geography Committee
   1. Detroit School Districts (F-70)
   2. Two Peoples Under One Flag: The Separatist Movement in Quebec (F-70)

F. Systems Committee
   1. A Systems Analysis of the Passage of the Civil Rights Act of 1964 (F-70)
   2. A Systems Analysis of certain issues in the 1971 city council elections in the City of Boulder (F-71)

G. Ethnic Minorities Committee
   1. The Allocation of Public Resources (F-71)
   2. Community Control--How can minority groups in central cities achieve greater control over their own public services and institutions? (F-71)
   3. Welfare (P)

H. Environment Committee
   1. The Economics and Politics of Pollution (F-71)
   2. The Calvert Cliffs Decision: A Case Study (F-71)
   3. The Four Corners Region: A Case Study (F-71)

III. SOCIAL PSYCHOLOGY LABORATORY

A. Social Reality Committee
   1. Mass Psychology of Groups and Group Behavior: My Lai (S-71)
   2. Bystander Intervention (S-71)
   3. Women's Lib (P)
   4. Gay Liberation (P)

B. Social Problems Committee
   1. Drug Dropout--How can our social system help young people live a meaningful life instead of "dropping out" with drugs? (S-71)
   2. Student Activism--How can we change our social system so that the student who is revolting against it can find a meaningful role to play in the system? (S-71)
   3. The Family--How can the family establish a social environment favorable to raising psychologically healthy children? (P)
   4. Education--How can education establish a healthy social environment for raising children and developing psychologically healthy individuals? (P)
   5. Mass Media--How can the mass media establish a social environment for developing psychologically healthy individuals? (P)
   6. Therapy--What can therapy do to improve psychological health? (P)
   7. Career Choices--How can an individual choose a career commensurate to his personality? (P)

C. Future Committee
   1. Encounter Groups (S-71)
   2. Classroom Innovations (S-71)
   3. Utopias (P)
   4. Communes (P)

D. History Committee
   1. A Comparative Study of Mahatma Gandhi and Adolph Hitler (S-71)
   2. "Significant" Psychologists and their Effect on the Concept of Man (P)

E. Geography Committee
   1. The Social Geography of the Kibbutz (S-71)
F. Systems Committee
   1. The Role of Communication in Establishing a Global Community (McLuhan perspectives) (S-71)
   2. The Socialization of Richard Nixon (P)
   3. The Socialization of Martin Luther King (P)
G. Ethnic Minorities Committee
   1. The Psychology of Racism (P)
H. Environment Committee
   1. Consumer Psychology and the Environment (P)
   2. Man, Nature, and the Quality of Life (P)
   3. The Urban Environment and Psychological Health (P)

IV. SOCIOLOGY LABORATORY
A. Social Reality Committee
   1. The Generation Gap within the Family (S-71)
   2. Competing with and without Means (S-71)
   3. The Military-Industrial Complex (S-71)
   4. Technology and the Obsolescence of Work Roles (S-71)
B. Social Problems Committee
   1. Alienation in Industrial Society--How can we increase the individual's self-esteem and his commitment to the industrial society? (S-71)
   2. Violence in America--How can we minimize civil violence in our society? (S-71)
C. Future Committee
   1. The Future of Cities (S-71)
   2. "Greening" or "Blueing" of America? (S-71)
D. History Committee
   1. Workers in a Changing World: The Nineteenth Century Labor Movement in the U.S. (S-71)
E. Geography Committee
   1. Migrants to the City (S-71)
F. Systems Committee
   1. The Cybernetic State (S-71)

V. ANTHROPOLOGY LABORATORY
A. Social Reality Committee
   1. The Blue Lake Decision (S-71)
   2. The Amish and the Wisconsin Decision (S-71)
   3. Tijerina and the Alianza Movement (S-71)
   4. The Indians of Oklahoma (S-71)
   5. Nature vs. Nurture (P)
   6. Evolution-Anti-evolution Controversy (P)
B. Social Problems Committee
   1. The American Indian--How can the American Indians control their future destiny in light of their past history, their cultural distinctiveness, and advancing technology? (S-71)
   2. How can we adapt authority in a changing society? (P)
   3. How can we adapt the family structure in a changing society? (P)
   4. How can we reduce alcoholism and/or suicide in a changing society? (P)
C. Future Committee
   1. The Future of the Family (P)
   2. The Future of Man (P)
   3. The Future of Man's Physique (P)

D. History Committee
   1. Generations: The Cultural Diffusion of the Ideas of Western Civilization Among Middle Eastern Elites, 1800-1967 (S-71)

E. Geography Committee
   1. The Diffusion of Islam (S-71)
   2. Residential Segregation of Mexican-Americans (S-71)

F. Systems Committee
   1. Culture as a System (S-71)
   2. The University as a Goal-Oriented System (P)
   3. Societal integration vs. disintegration in small communities (agriculture-academic-military) (P)

G. Ethnic Minorities Committee
   1. What is a minority? (P)
   2. The Culture of Poverty (P)
   3. How can the American Indians (Chicanos, Blacks) use creatively their tradition in our society? (P)

H. Environment Committee
   1. How can cultures adjust to their environment?--American Indian examples (P)
   2. How can cultures adjust to their environment?--Oceania (Polynesian high lands and low lands) (P)
   3. How can cultures adjust to their environment?--Conservation and depletion of agricultural land (P)